

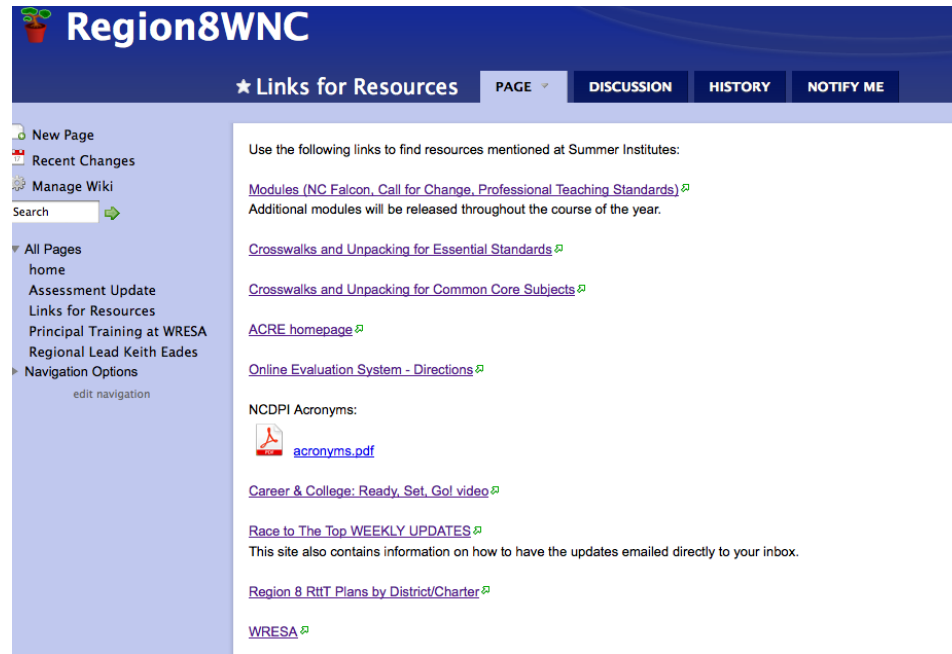


Public Schools of North Carolina

The North Carolina Standard Course of Study
**Common Core State Standards &
North Carolina Essential Standards**

Support for School Executives

Access to training materials:



<http://region8wnc.wikispaces.com>

“Principal Training”



Outcomes:

- I will have a working understanding of the Common Core and Essential Standards.
- I will gain instructional leadership knowledge and skills that assist me in supporting my teachers.



Focus on Instructional Leadership



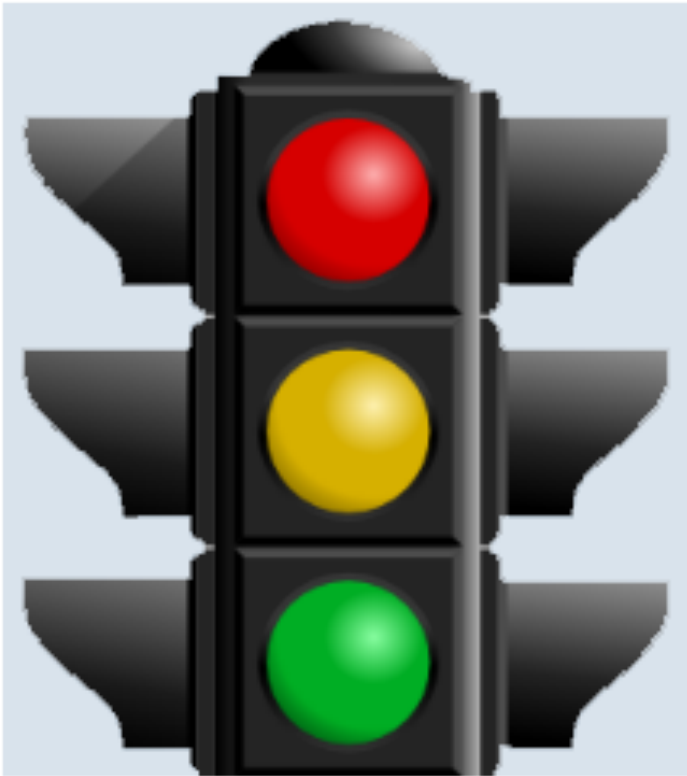
Assessing Your Readiness



- Your district has a plan.
- Does your school have a plan?



Stoplight Sort



Red Not Yet Started

Yellow Needs Work

Green Ready or Completed

<http://www.easyvectors.com/assets/images/vectors/afbig/>

[b2480711df9210adca9b326e215c1c79-traffic-light-clip-art.jpg](http://www.easyvectors.com/assets/images/vectors/afbig/b2480711df9210adca9b326e215c1c79-traffic-light-clip-art.jpg)



Next Steps?



Suggestions

- Add a “standards moment” to your agendas
 - Staff Meetings
 - Department/Grade Level Meetings
 - School Improvement Team Meetings
 - Parent Meetings
- Be intentional about asking instructional questions
 - Post conferences
 - Informal discussions





Public Schools of North Carolina

Digging Deeper into the North Carolina Standard Course of Study

Supporting the New Standards at the
School Level

NC Standard Course of Study

Common Core State Standards

- English Language Arts
- Mathematics

NC Essential Standards

- Science
- Social Studies
- World Languages
- Arts Education
- Healthful Living
- Career & Tech Ed
- Exceptional Children
- English as Second Language
- English Language Development (approved 2008)
- Information & Technology

*English Language Development and Information & Technology Essential Standards **must** be delivered by classroom teachers through **ALL** content areas, in appropriate grade levels– in collaboration with AIG, EC, ESL, media coordinators and tech facilitators.

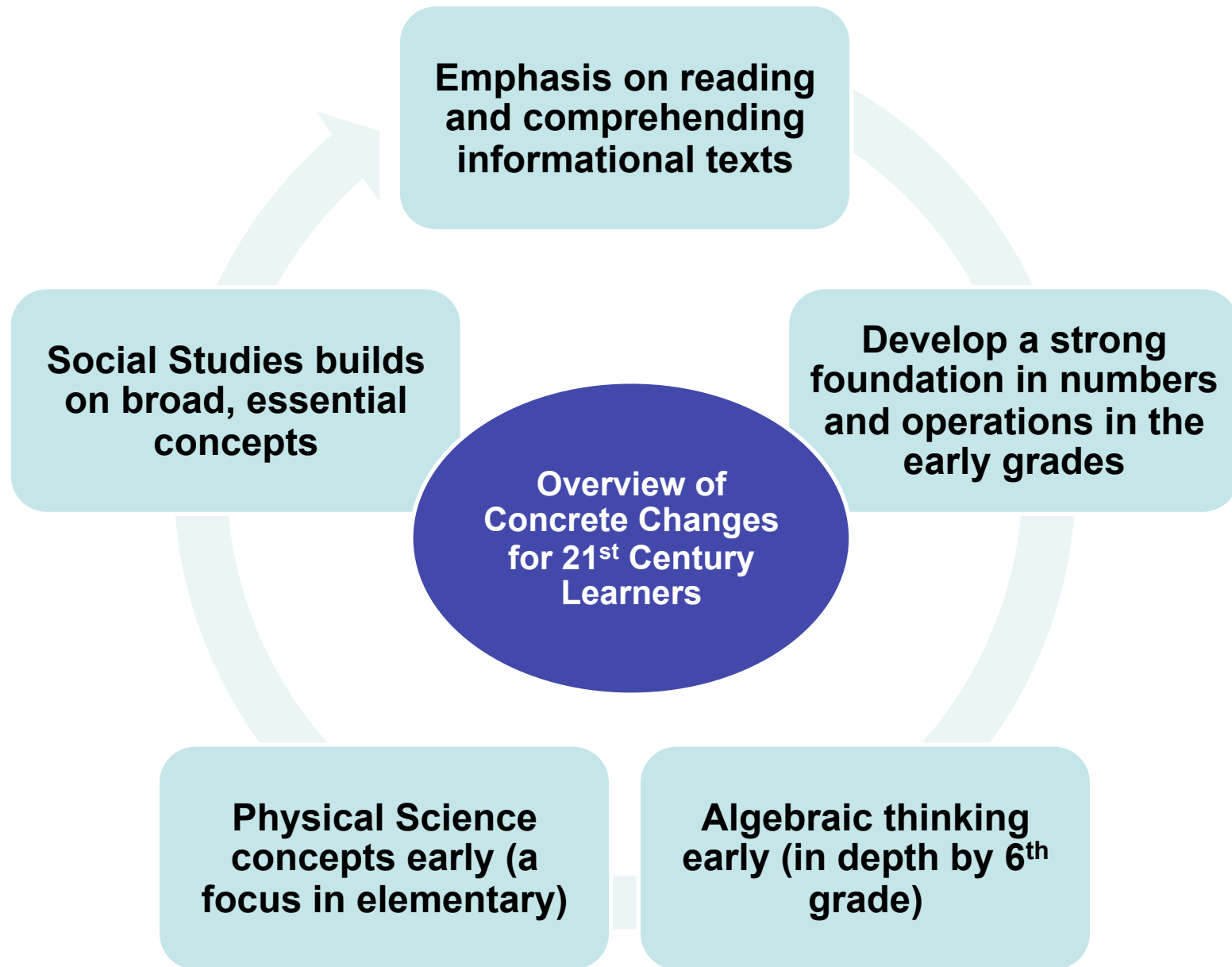


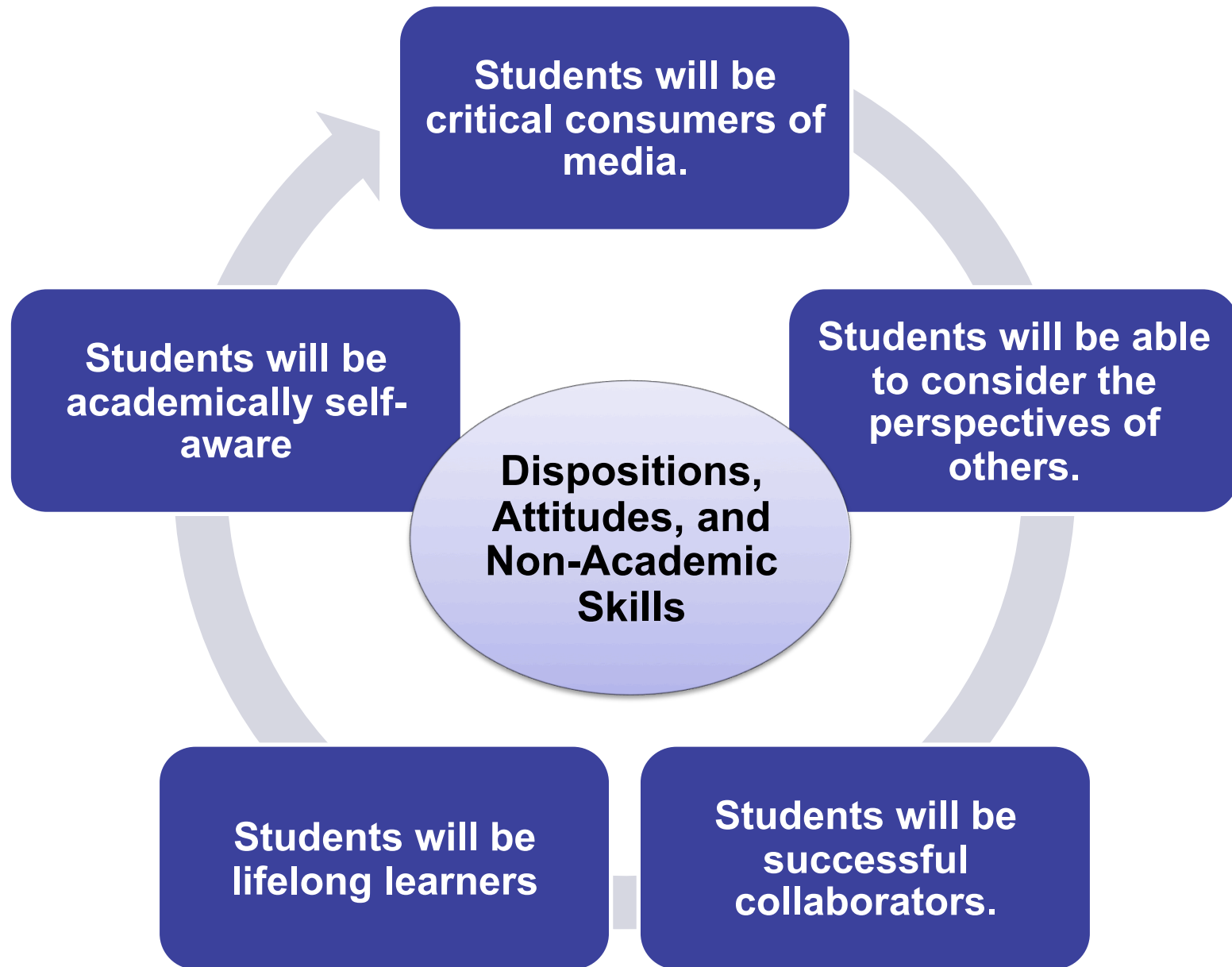
Calendar for Roll-Out of **New** North Carolina Standards and Assessments

Subject Area		Where is North Carolina in the adoption process?	2010-2011 School Year	2011-2012 School Year	2012-2013 School Year
Common Core Standards	English Language Arts	Common Core <u>adopted</u> June 2010	<i>Current standards taught and assessed</i>	<i>Current standards taught and assessed</i>	Common Core taught & assessed
	Mathematics	Common Core <u>adopted</u> June 2010			Common Core taught & assessed
	Science	Essential Standards <u>adopted</u> February 2010			New Essential Standards taught & assessed
	Social Studies, Healthful Living, Arts, Guidance, World Languages	Social Studies, Arts and World Languages <u>adopted</u> in Winter 2010 . <i>(Healthful Living and Guidance - anticipated adoption spring 2011)</i>			New Essential Standards taught & assessed
	Career and Technical Education	Anticipated adoption in 2011			New Essential Standards taught & assessed
	Early Learning	Anticipated adoption of Essential Standards in 2011			New Essential Standards taught
	Information and Technology Skills	Essential Standards <u>adopted</u> September 2009	New Essential Standards piloted with current SCS	New Essential Standards taught	New Essential Standards taught
	Extended Content Standards	All Extended Content Standards will be on the same operational time line as the standards in each individual content area.			

March 1, 2011







College & Career Ready: Globally Competitive

By 2012-13, students will graduate having passed a class for which Algebra II is a pre-requisite.

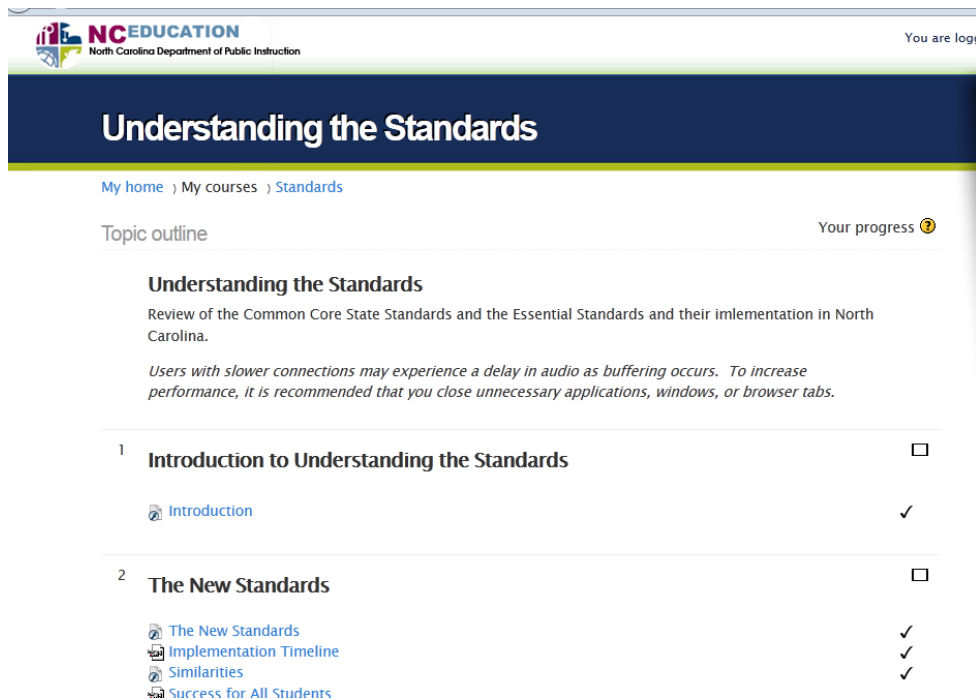
By 2015-16, students will graduate having passed four history courses in high school.

World Languages will be based on proficiency, not grade-level or grade span.

Starting in 2012-13, students will be taught reading and writing standards in History/ Social Studies, Science, and Technical Subjects.



Understanding the Standards



The screenshot shows the NCEducation website interface. At the top, the NCEducation logo and 'North Carolina Department of Public Instruction' are visible. The main heading is 'Understanding the Standards'. Below this, there's a 'Topic outline' section. The outline lists two main topics: '1 Introduction to Understanding the Standards' and '2 The New Standards'. Under '1', there is a sub-item 'Introduction' with a checkmark. Under '2', there are three sub-items: 'The New Standards', 'Implementation Timeline', and 'Similarities', each with a checkmark. A 'Your progress' indicator is also present.

Understanding the Standards

My home › My courses › Standards

Topic outline Your progress ?

Understanding the Standards
Review of the Common Core State Standards and the Essential Standards and their implementation in North Carolina.
Users with slower connections may experience a delay in audio as buffering occurs. To increase performance, it is recommended that you close unnecessary applications, windows, or browser tabs.

1 **Introduction to Understanding the Standards** ☐

Introduction ✓

2 **The New Standards** ☐

The New Standards ✓
Implementation Timeline ✓
Similarities ✓
Success for All Students ✓

- Five Sections
 - Introduction
 - The New Standards
 - Instructional Toolkit
 - Content-Specific Sections
 - Next Steps

<http://center.ncsu.edu/nc>

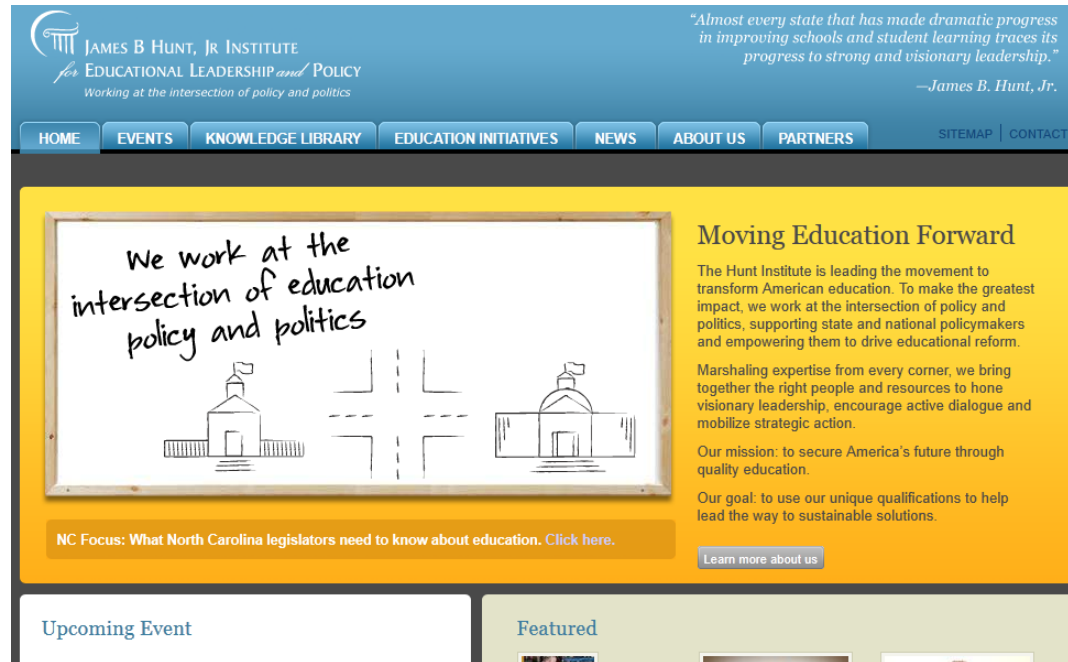


The Hunt Institute



Question to Consider

How could you use the Hunt Video Series in your school?



Common Core *Big Picture*

- Aligned with **college** and **work expectations**
- **Focused** and **coherent**
- Includes **rigorous content** and **application of knowledge** through **higher-order skills**
- **Internationally benchmarked** – prepares students for **global economy & society**
- Based on **evidence** and **research**



Rationale for Implementation



- **Equity/Student Mobility**
Expectations the same regardless of where students live or where they go
- **College/Career Readiness**
Students need to be *more than* proficient
- **Comparability**
State results will be comparable through common assessments



Rationale for Implementation

- **Shared Resources**
Ability to share and team across district and state lines
- **Economies of Scale**
Possible savings due to sharing of resources and assessments





Common Core State Standards for Mathematics

Navigating the
Resources

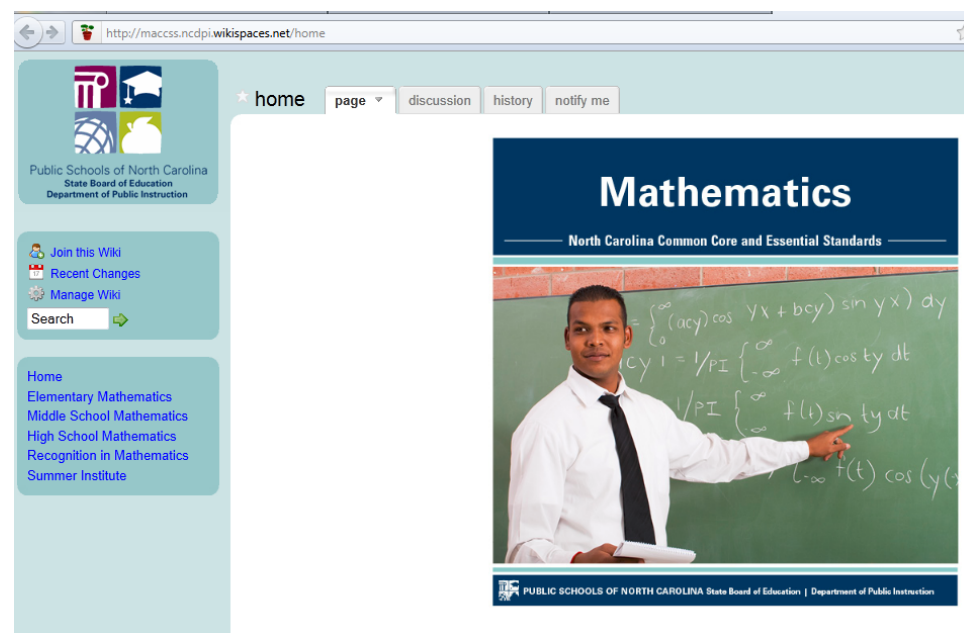
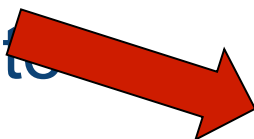
Reading the
Standards

Classroom
Instruction

Navigating the Resources

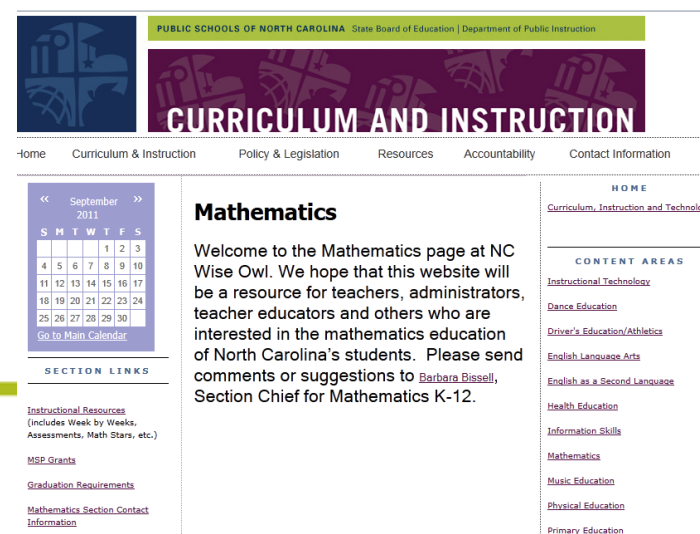
- <http://maccss.ncdpi.wikispaces.net/home>

- Summer Institute Materials
 - PPTs and Handouts



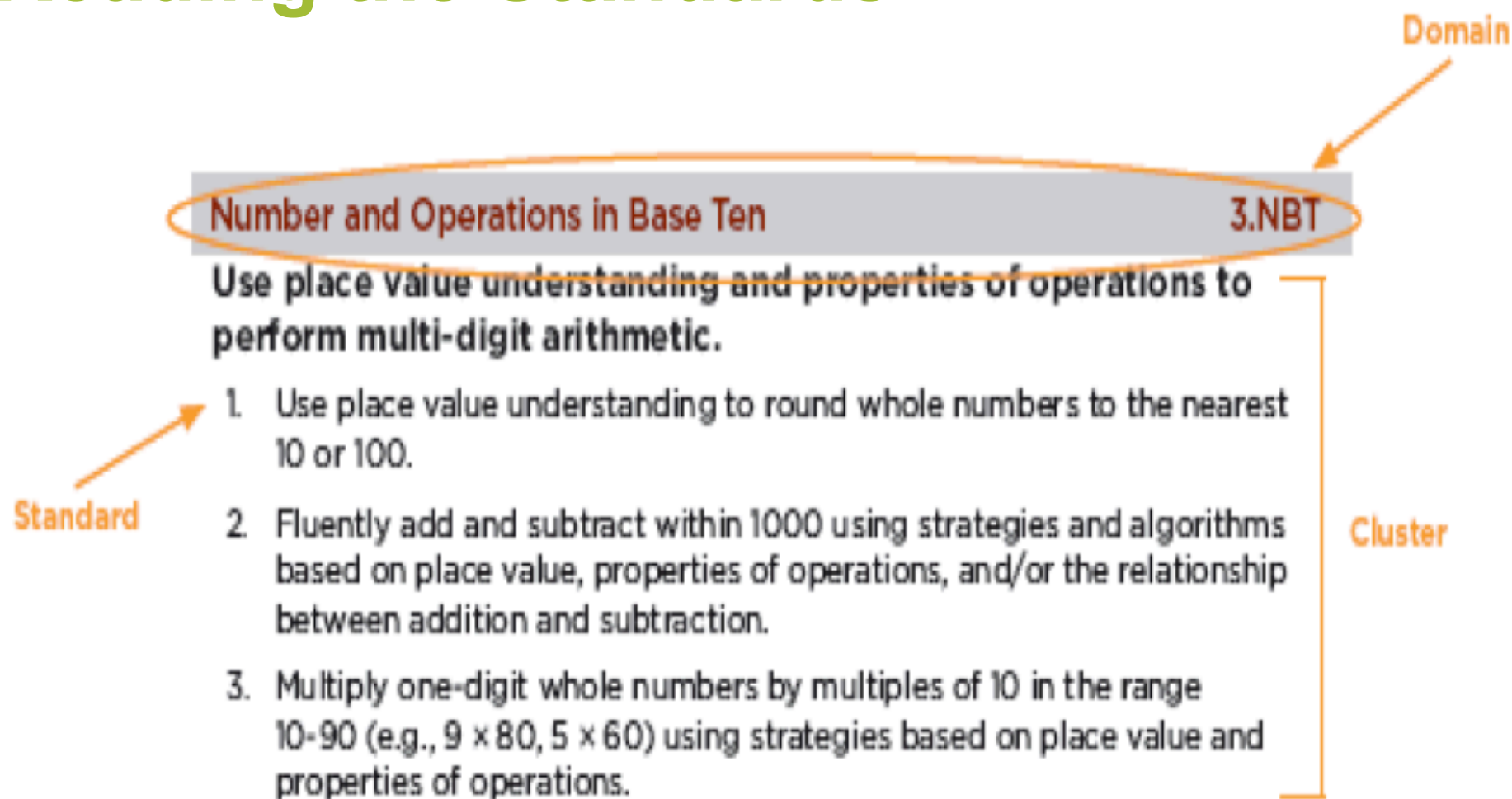
- **October 13:** RESA Content Sessions Handouts Available

- <http://math.ncwiseowl.org/>

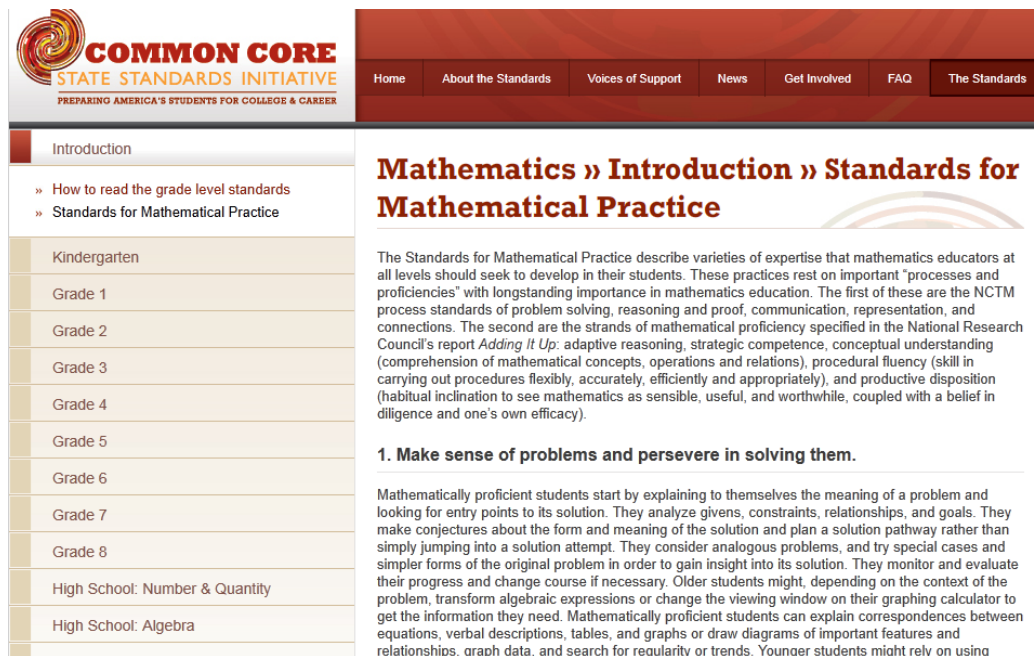


Public Schools of North Carolina

Reading the Standards



Standards for Mathematical Practice



The screenshot shows the Common Core State Standards Initiative website. The header includes the logo and navigation links: Home, About the Standards, Voices of Support, News, Get Involved, FAQ, and The Standards. The main content area is titled "Mathematics » Introduction » Standards for Mathematical Practice". It features a sidebar with a list of grade levels from Kindergarten to High School: Algebra. The main text area contains an introduction to the Standards for Mathematical Practice, stating that they describe varieties of expertise that mathematics educators at all levels should seek to develop in their students. It also lists the first standard: "1. Make sense of problems and persevere in solving them."

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.



Structural Differences

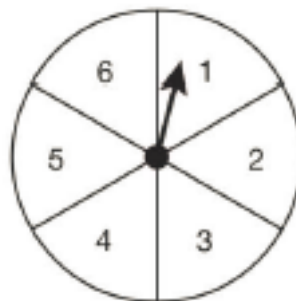
- K-8:
 - Designed by year.
 - Domains (overarching concepts) are listed under the grade.
- High School:
 - Designed by Domain
 - Courses pull from each of the high school domains
- ***See Note on Courses and Transitions***



Grade 2
Grade 3
Grade 4
Grade 5
» Introduction
» Operations & Algebraic Thinking
» Number & Operations in Base Ten
» Number & Operations—Fractions
» Measurement & Data
» Geometry
Grade 6
Grade 7
Grade 8
High School: Number & Quantity
High School: Algebra
High School: Functions
High School: Modeling
High School: Geometry
High School: Statistics & Probability
Note on courses & transitions
Mathematics Glossary



The spinner below is divided into six equal sections. Each section is marked with a number from 1 to 6.



- a. The theoretical probability of spinning each number is $\frac{1}{6}$. Based on this probability, how many times should each number occur in 20 spins?

(continued)

You will now conduct an experiment by spinning the spinner 20 times. Use the spinner below to conduct the experiment. Use the spin button to run each trial, then tabulate the results on your scratch paper.



Spin

- b. Create a frequency table in the template below that shows the results of the spins. Provide appropriate labels for the table.

Submit

(continued)

- c. Explain clearly why your answer from **part a** is different from or the same as the results given in the table above.

Enter response here

Submit

- d. If the spinner were spun 200 more times, how would the frequency of the results be affected?

Enter response here

Submit

When coaching teachers, ask

**“What task can you give that
will build student
understanding?”**

rather than

**“How can you explain clearly
so they will understand?”**

adapted from Grayson Wheatley, NCCTM, 2002



Classroom Instruction

- How should math instruction look?
- Summer Institute presentations provide excellent examples of changes to classroom practice.



Talking with Teachers

Student Inquiry

Perseverance

Constructing,
Defending, and
Challenging
Arguments

Modeling

Abstract and
Quantitative
Reasoning



Upcoming Webinars and Trainings for Math

- Webinars

- January 10
- February 9
- March 8

Registration links on the
Region 8 wiki

- Trainings

- September 19
- April 24

– WRESA also
working on a math
mapping initiative



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Common Core State Standards for English Language Arts

Navigating the
Wiki

Understanding
the Structure

New, Better,
Different

Classroom
Instruction

Navigating the Wiki

- [http://
elaccss.ncdpi.wikispaces.net/ELA+Home](http://elaccss.ncdpi.wikispaces.net/ELA+Home)
- [Understanding the Standards](#) 
- **End of Fall Content Tour:** RESA
Content Sessions
Handouts Available



Design

There are four strands:

- Reading
+ Reading Foundational Skills K-5
- Writing
- Speaking and Listening
- Language



The ELA Common Core supports an integrated model of literacy.

There are media requirements blended throughout.



College and Career Readiness (CCR) Anchor Standards

Have broad expectations consistent across grades and content areas.

Are based on evidence about college and workforce training expectations.

Expect instruction to cover a broad range of increasingly challenging texts.

COMMON CORE STATE STANDARDS FOR ENGLISH LANGUAGE ARTS & LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS

College and Career Readiness Anchor Standards for Reading

The K-5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

*Please see "Research to Build and Present Knowledge" in Writing and "Comprehension and Collaboration" in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources.

Note on range and content of student reading

To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential to their future success.

10 | K-5 | READING



K-12 Grade Specific Standards

Are grade-specific end-of-year expectations.

Are developmentally appropriate. There is a cumulative progression of skills and understandings.

Have a one-to-one correspondence with CCR Anchor Standards.

COMMON CORE STATE STANDARDS for ENGLISH LANGUAGE ARTS & LITERACY in HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS

Reading Standards for Literature K-5

RL

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Kindergartners:	Grade 1 students:	Grade 2 students:
Key Ideas and Details		
1. With prompting and support, ask and answer questions about key details in a text.	1. Ask and answer questions about key details in a text.	1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
2. With prompting and support, retell familiar stories, including key details.	2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.	2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
3. With prompting and support, identify characters, settings, and major events in a story.	3. Describe characters, settings, and major events in a story, using key details.	3. Describe how characters in a story respond to major events and challenges.
Craft and Structure		
4. Ask and answer questions about unknown words in a text.	4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
5. Recognize common types of texts (e.g., storybooks, poems).	5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	6. Identify who is telling the story at various points in a text.	6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
Integration of Knowledge and Ideas		
7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	7. Use illustrations and details in a story to describe its characters, setting, or events.	7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
8. (Not applicable to literature)	8. (Not applicable to literature)	8. (Not applicable to literature)
9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	9. Compare and contrast the adventures and experiences of characters in stories.	9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
Range of Reading and Level of Text Complexity		
10. Actively engage in group reading activities with purpose and understanding.	10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.	10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

11 | K-5 | READING: LITERATURE



GRADE 3

CCR ANCHOR STANDARD	CCSS GRADE SPECIFIC STANDARD
College and Career Readiness Anchor Standards for Reading	Reading Literature
Key Ideas and Details	
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.



GRADE 6

CCR ANCHOR STANDARD	CCSS GRADE SPECIFIC STANDARD
College and Career Readiness Anchor Standards for Reading	Reading Literature
Key Ideas and Details	
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.



Intentional Design Limitations

The Standards do NOT define:

- How teachers should teach.
- All that can or should be taught.
- The nature of advanced work beyond the core.
- The interventions needed for students well below grade level.
- The full range of support for English Language Learners and students with special needs.
- Everything needed to be college and career ready.



High School Literature

The scope and sequence of literature allows for a literary experience that carries not only a global perspective but an opportunity to view U.S. literature and literary nonfiction within a global lens.

The literature selections **provide a vehicle** by which to teach the CCSS standards and ensure that students will have a rich and diverse understanding of literature by the end of their senior year.



Appendix A

Reading
Reading
Foundational
Skills
Writing
Speaking and
Listening
Language
Bibliography and
Glossary of Key
Terms

Appendix B

Text Complexity
Sample
Performance
Tasks
Table of
Contents

Appendix C

Samples of
Student Writing
with Annotations
Table of
Contents



Three Key Reading Questions

What does it say?

- Literal level
- Addresses comprehension
- Foundational to answering the second question

What does it mean?

- Interpretation level
- Addresses Themes
- More than just appreciating a good story

What does it matter?

- Reflection
- Addresses Connections
- The heart of why they read the text



Writing



Standards 1-3 address text types and purposes:

- Writing arguments
- Writing informative/explanatory texts
- Writing narratives



The English Language Arts Standards: Key Changes and their Evidence

Video published by the James B. Hunt Jr. Institute for Educational Leadership & Policy
Featuring: David Coleman and Susan Pimentel



http://www.youtube.com/watch?v=JDzTOyxRGLI&feature=mfu_in_order&list=UL



Public Schools of North Carolina

Task Overview

Task	What You Will Do	What to Submit
Part 1	Select 3–5 texts that you will focus on for your anthology: “Perspectives on the American Dream.” Make notes on each text.	<ul style="list-style-type: none"> one page of notes on each selected text saved electronically
Part 2	Synthesize the various perspectives on the American dream represented in your selection of texts.	<ul style="list-style-type: none"> 1,000 word typed essay saved electronically
Part 3	Conduct research on an individual to create an original profile of an American dreamer. You may choose someone you know personally or someone that you can learn about through research.	<ul style="list-style-type: none"> 750–1,000 word typed essay saved electronically
Part 4	Write a reflective essay on what you learned from completing the performance assessment.	<ul style="list-style-type: none"> 250–500 word typed commentary

Note: Word count limits are guidelines and not strict requirements.

(continued)

The Common Core Curriculum Mapping Project

WRITTEN BY TEACHERS, FOR TEACHERS



- The process of mapping
- On-line materials and sample
- Mini-maps



Upcoming Webinars and Trainings for ELA

- Webinars
 - January 12
 - March 8
 - April 26
- **Topic:** Close reading of a cluster of standards –
 - Looking at the reading standards and modeling how to do a PLC around learning about the standards.
- Training
 - April 24



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Table Talk:

How do some of these changes impact instruction?

How does this understanding help you as an instructional leader?





Public Schools of North Carolina

North Carolina Essential Standards

An Overview

Critical Competencies Addressed

21st Century Competence

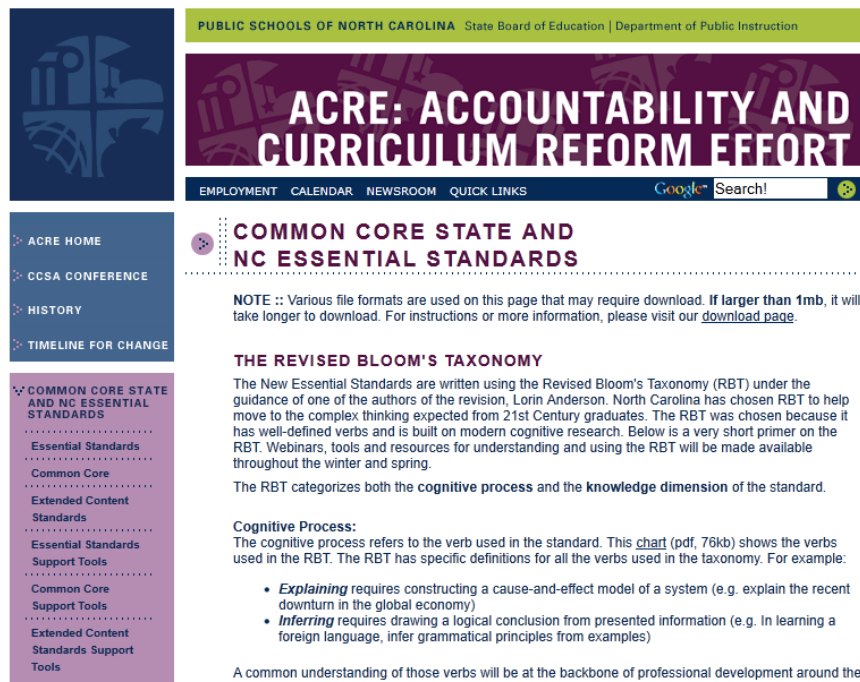
- Financially literate
- Globally aware
- Environmentally literate
- Critical consumers of media
- Precise communicators

Problem-Solving Competence

- Novel, real-world problem solvers
- Ability to analyze and synthesize information in order to create meaning
- Ability to understand the interconnectedness of systems and content



ACRE Website



- Standards
- Crosswalks
- Unpacking Documents
- Updates
- Instructional Support Tools
- RBT
- Extended Content Standards and Support Materials

<http://www.ncpublicschools.org/acre/standards/>



Public Schools of North Carolina



North Carolina Essential Standards for Social Studies

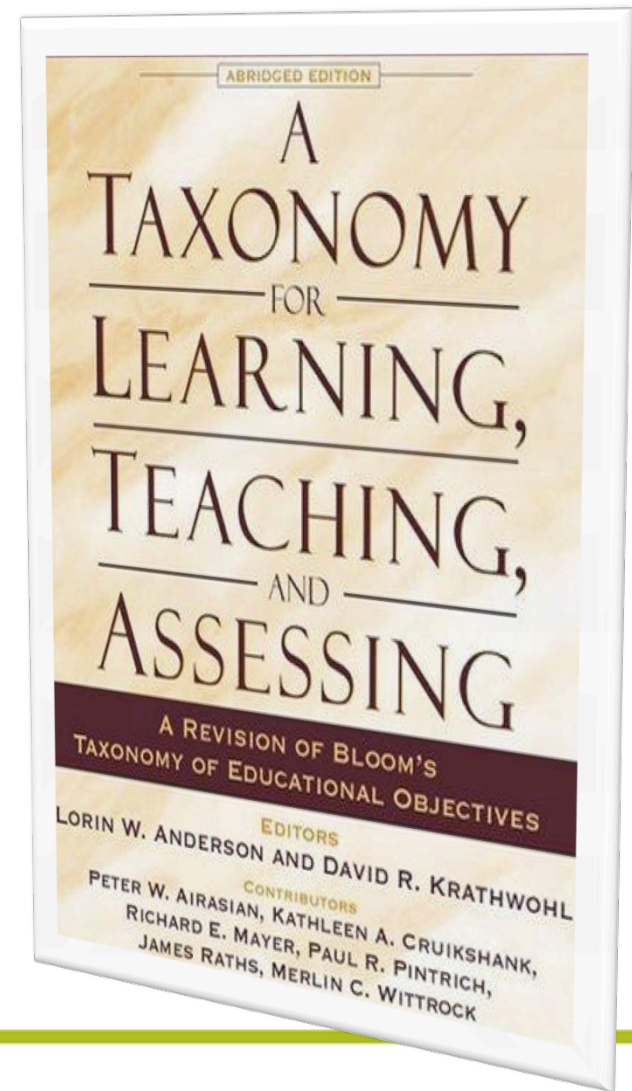
Understanding
the Structure

Big Ideas


Classroom
Instruction

Use of Revised Bloom's Taxonomy

- Provides the cognitive framework used for all of the North Carolina Essential Standards
- Provides common language for all curriculum areas
- Use of one verb



THE RBT TAXONOMY TABLE

		THE COGNITIVE PROCESS DOMAIN					
		1 REMEMBER Recognizing, Recalling	2 UNDERSTAND Interpreting, Exemplifying, Classifying, Summarizing, Inferring, Comparing, Explaining	3 APPLY Executing, Implementing	4 ANALYZE Differentiating, Organizing, Attributing	5 EVALUATE Checking, Critiquing	6 CREATE Generating, Planning, Producing
THE KNOWLEDGE DIMENSION (Type of Knowledge)	A FACTUAL KNOWLEDGE						
	B CONCEPTUAL KNOWLEDGE						
	C PROCEDURAL KNOWLEDGE						
	D METACOGNITIVE KNOWLEDGE						

From Anderson, Larin and David Krathwohl, *A Taxonomy For Learning, Teaching and Assessing*. New York: Longman, 2001



ACRE

Accountability and Curriculum Reform Effort
in Response to A Framework For Change

PUBLIC SCHOOLS OF NORTH CAROLINA State Board of Education | Department of Public Instruction



Public Schools of North Carolina

The Five Conceptual Strands

Time,
Continuity &
Change

Science,
Technology &
Society

Civic
Ideals &
Practices

Power,
Authority &
Governance

Production,
Distribution &
Consumption



Individuals,
Groups &
Institutions

People,
Places &
Environments

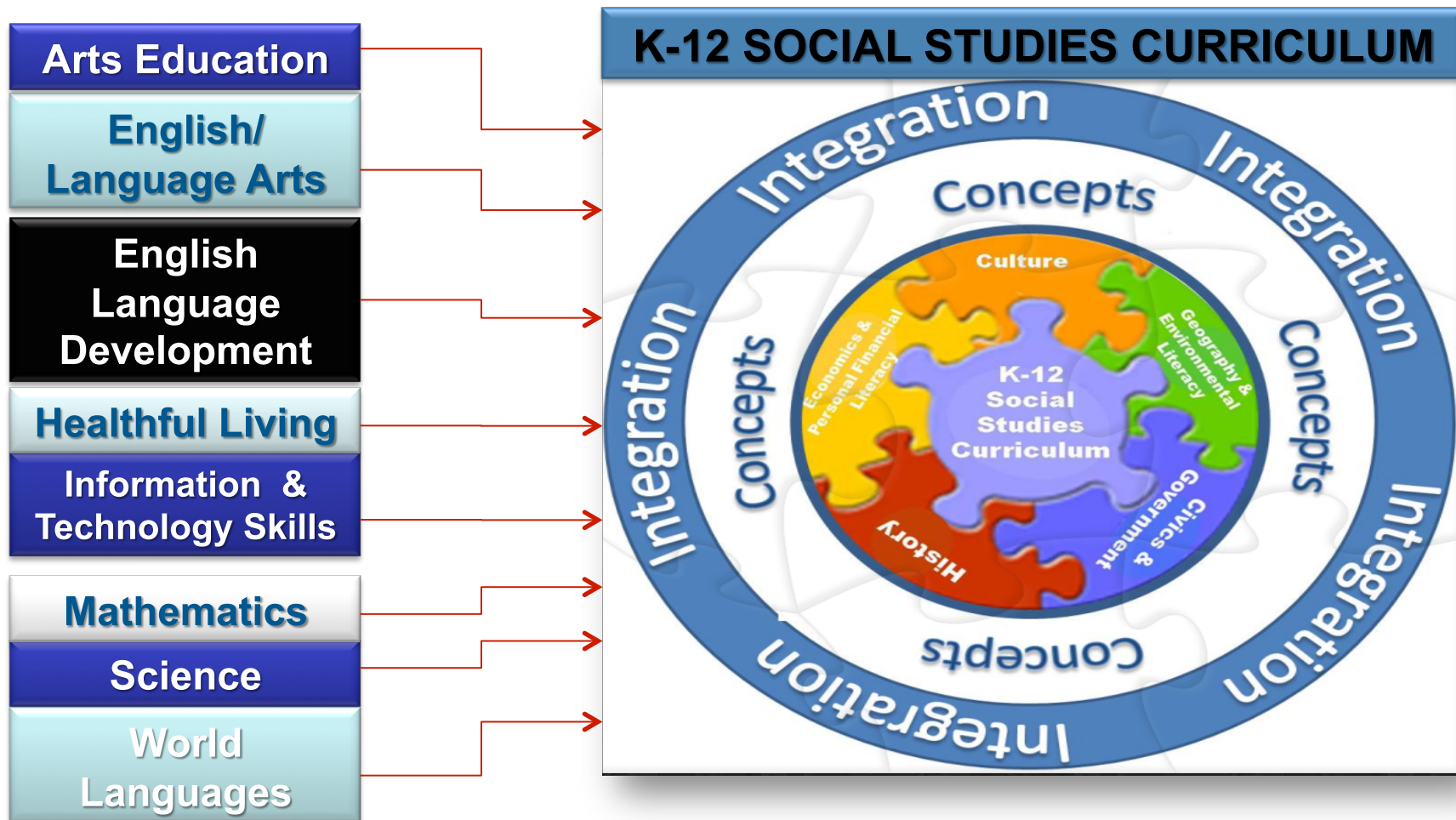
Culture

Individual
Development
& Identity

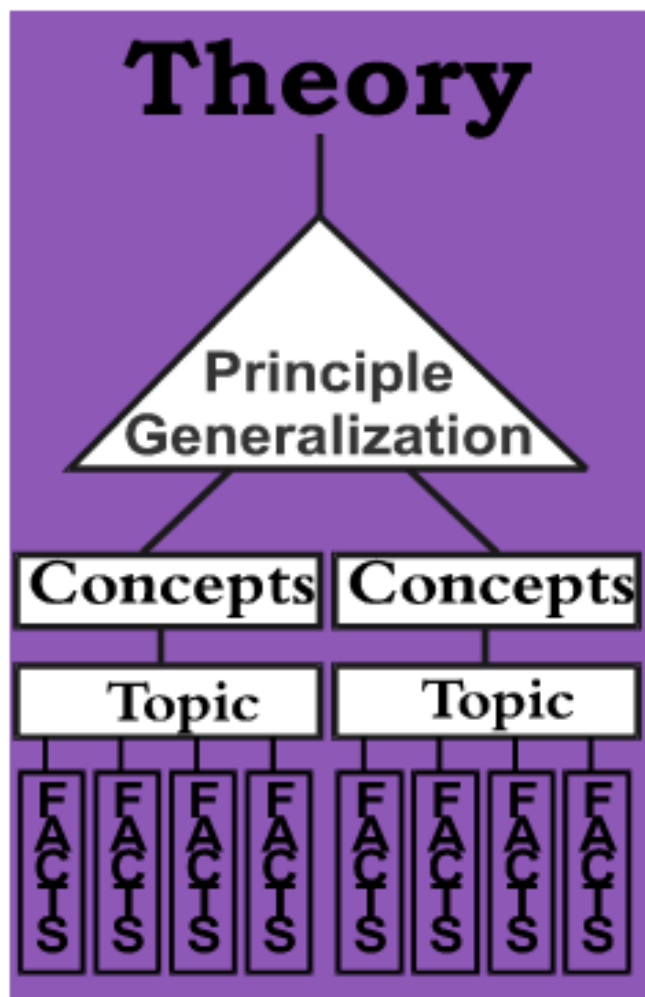
Global
Connections



Integrated, Intra-/Interdisciplinary Approach



THE STRUCTURE OF KNOWLEDGE



People migrate to meet a variety of needs.
Migration may lead to new opportunities
or greater freedom.

• Migration • Opportunity • Needs • Freedom

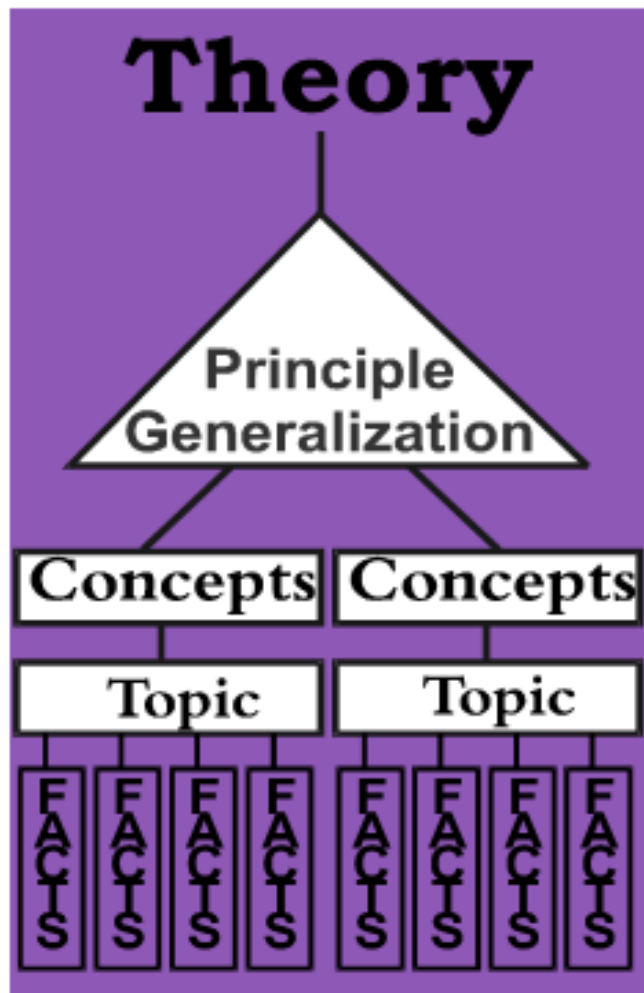
U.S. Westward Movement

Early American
settlers migrated
west.

Early American
settlers looked for
new opportunities.



THE STRUCTURE OF KNOWLEDGE



People migrate to meet a variety of needs.

Migration may lead to new opportunities or greater freedom.

• Migration • Opportunity • Needs • Freedom

Libyan Conflict 2011

Libyan refugees are migrating to the UK and Egypt.

Libyan refugees are seeking freedom from violence.



Traditional Standards

- **History:** Colonial Era, Lost Colony American Revolution, American Civil War, World War I & II, Great Depression
- **Cultural Geography:** South America and Europe, Swahili, Aborigines, Buddhism
- **Civics & Economics:** American Revolution, U.S. capitalism, Brown vs. Board of Education, mercantilism

Conceptual Standards

- **History:** Continuity and change, leadership, revolution, war, conflict
- **Cultural Geography:** Climate change, location, resources, environmental challenges, human migration, cultural development
- **Civics & Economics:** scarcity, justice, freedom, authority, trade



The Instructional Toolkit

- **Priority One Tools:**
 - Crosswalks of 2006 & 2010 Standards
 - Unpacked Content Documents
- **Priority Two Tools:**
 - Unpacking Documents for Electives
 - Graphic Organizer Exemplars
- **Other Tools:**
 - Glossary of Essential Terminology
 - Sample Units of Instruction
 - Assessment Samples



How do you stay connected?

- **K-12 Social Studies Listserv:**

To subscribe:

Send an email to Bernadette Cole at Bernadette.cole@dpi.nc.gov

Email should contain the following information:

- Name
- Email address
- Phone number (optional)
- School/District
- Educational role (i.e. teacher, curriculum supervisor, associate superintendent)
- Grade level/course for which you are responsible (i.e. K-5, 7th grade, World History)



Upcoming Webinars and Trainings for Social Studies

- January 31
- March 27
- Training:
 - Feb. 16
- WRESA also offering other sessions related to Social Studies Essential Standards



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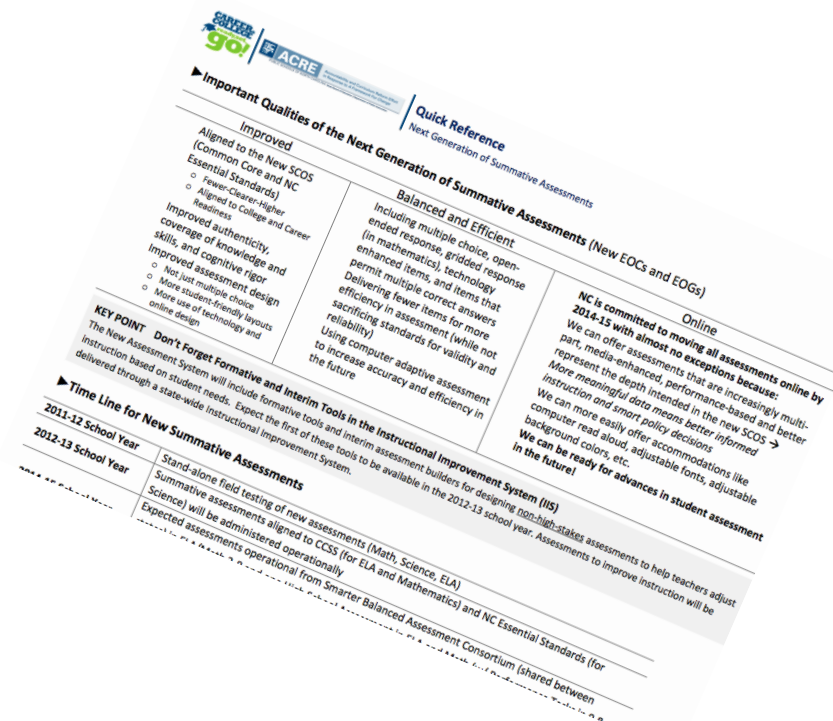
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Assessment Update



Email specific questions about assessment to:
ACRE-feedback@dpi.nc.gov



SMARTER Balanced Assessment Consortium



The **SMARTER Balanced Assessment Consortium** is a state-led consortium working to develop next-generation assessments that are aligned to the [Common Core State Standards](#) and that accurately measure student progress toward college and career readiness.

The work of the Consortium is guided by the belief that a high-quality assessment system can provide resources and tools for teachers and schools to improve instruction and help students succeed. The Consortium involves educators, researchers, policymakers, and community groups in a transparent and consensus-driven process.

More information on the SMARTER Balanced Assessment Consortium can be found below:

- [One-page Overview](#)
- [Computer Adaptive Testing Fact Sheet](#)
- [Consortium Membership](#)
- [Materials and Resources](#)
- [Frequently Asked Questions](#)



[Click to view states](#)

www.smarterbalanced.org

SMARTER Balanced News

September 16, 2011 -

[SMARTER Balanced Releases Summative Assessment Work Plan and Procurement Schedule](#)

August 29, 2011 -

[SMARTER Balanced Releases Draft Math Content Specifications](#)

[Updated Timeline for Content Specifications \(ELA and Math\)](#)

August 16, 2011 -

[Vermont's Hock Joins SMARTER Balanced Executive Committee](#)

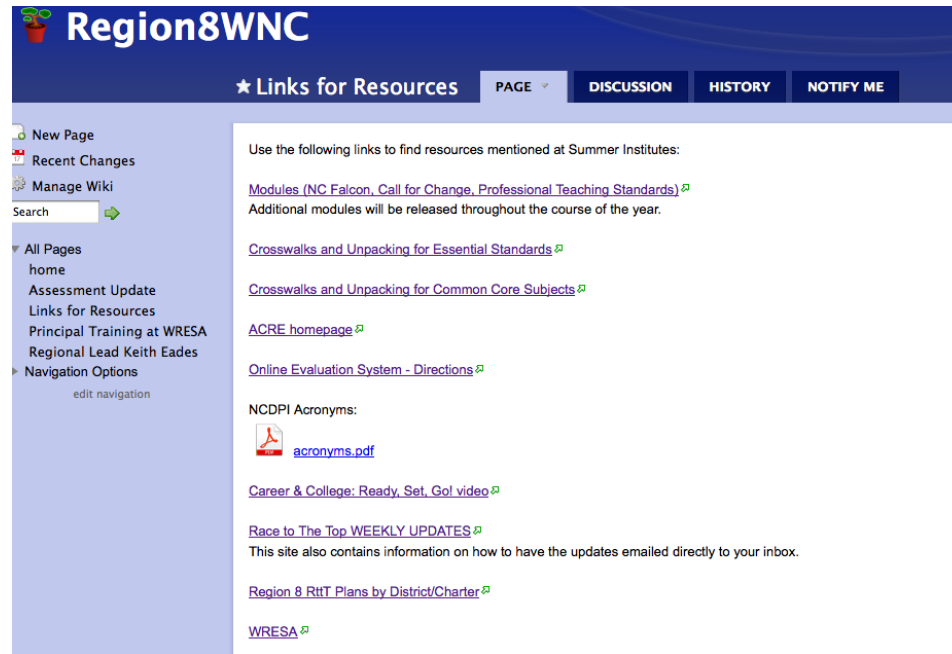
[English Language Arts & Literacy Draft Content Specifications](#)

August 9, 2011 -

[SMARTER Balanced Releases Draft Content Specifications for English](#)



Region 8 wiki:

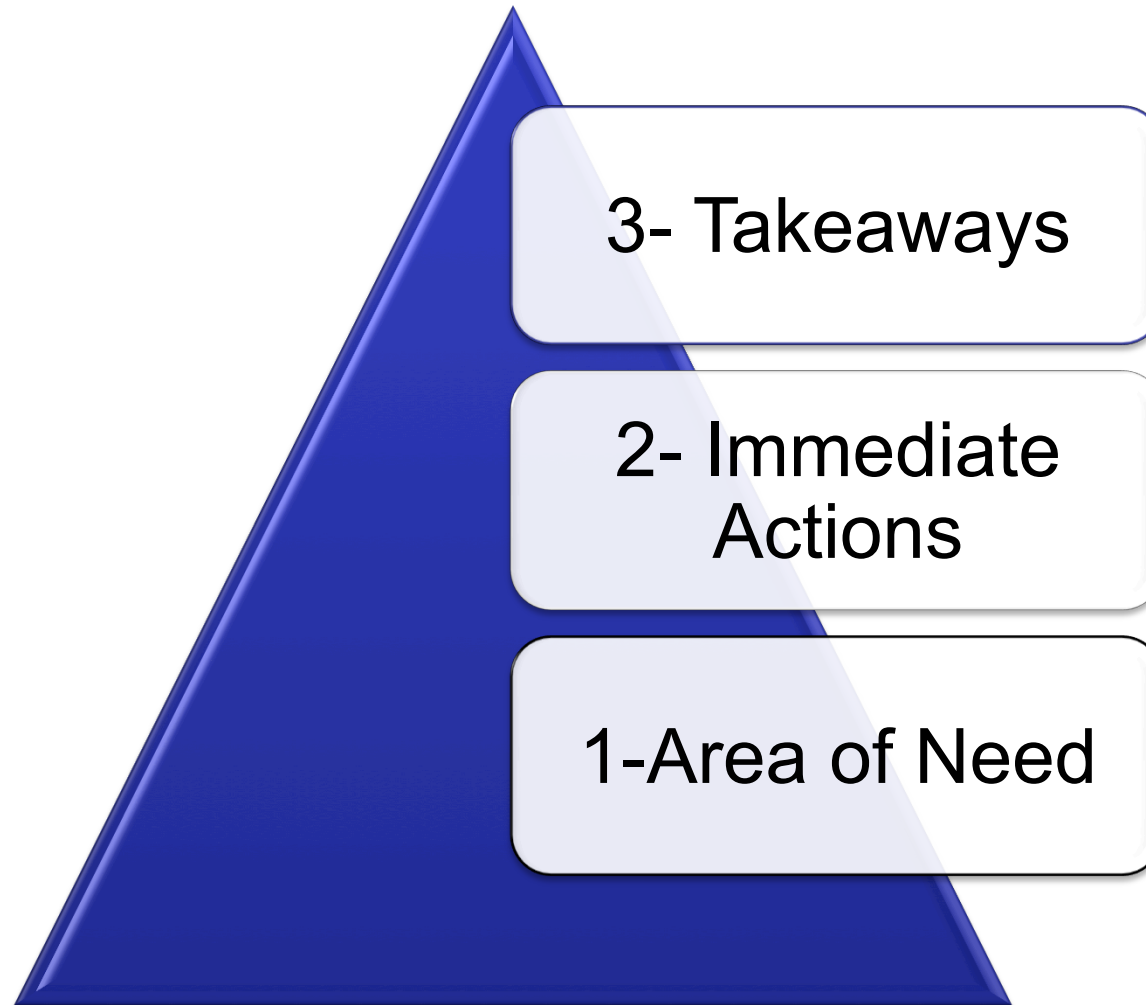


<http://region8wnc.wikispaces.com>

Please join!



Individual Reflection





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